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ABSTRACT

During kindergarten students learn that being a good citizen involves acting in certain ways. In grade 1 students study about making rules by direct democracy and by representative democracy. This concept is developed further in grade 2 as students learn about electing the people who make the laws, carry out the laws, and enforce the laws. This unit is designed as a simulation to introduce students to the institutions and practices of the U.S. government. It is divided into three major parts that correspond to the three branches of the U.S. government. Four weeks is suggested for unit implementation with the recommendation that the teacher coordinate the unit with a national, state, or local election. The lesson plan discusses the significance of the topic; lists focus questions; features literacy links; covers materials needed for the lesson; and provides information and student activities, dividing the topic into "Beginning the Topic"; "Developing the Topic"; and "Culminating the Topic." It suggests assessment activities and offers extended/correlated activities. Lists extensive resources for the sample topic. Appended are sample worksheets. (BT)

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CALIFORNIA History-Social Science
Course Models

Making and Carrying Out Laws

Grade 2 Model Lesson for Standard 3

Developed by Kimberly Reems and Dr. Priscilla Porter

SO 033 554

2001

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Standard 3: Making and Carrying Out Laws

Students explain the institutions and practices of governments in the United States and other countries, in terms of:

1. The difference between making laws, carrying out laws, determining if laws have been violated and punishing wrongdoers

2. The ways in which groups and nations interact with one another and try to resolve problems (e.g., trade, cultural contacts, treaties, diplomacy, military force)

Suggested Time for Standard 3: 6 weeks

Sample Topic for Standard 3:
Making laws (Legislative Branch), carrying out laws (Executive Branch), enforcing laws (Judicial Branch) of the United States government; duties of the President (including parts of 2.3.2); and, the election/selection process.

Suggested Time:
4 weeks

Developed by Kimberly Reems and Dr. Priscilla Porter in conjunction with Dr. Diane Hembacher, Janice Harbin, Jeanne Leonard, and Wendi Keir under the auspicies of the Center for History-Social Science Education at California State University, Dominguez Hills.

Significance of the Topic

During Kindergarten students learn that being a good citizen involves acting in certain ways. In Grade 1, students study the making of rules by direct democracy (everyone votes on the rules) and by representative democracy (a smaller elected group make the rules). This concept is further developed in Grade 2 as students learn about electing the people who make the laws, carry out the laws, and enforce the laws. In Grade 3, the focus in on the local government and state government is studied at Grade 4.

This unit is designed as a simulation to introduce students to the institutions and practices of the United States government. It is divided into three major parts that correspond to each of the three branches of the United States government. A mock classroom election is held in which students nominate and elect a class president by direct vote. Any student can run for class president as long as the class-established qualifications are met. A primary election is held to narrow the field to three candidates whom, with the help of a campaign manager, conduct a campaign and present a campaign speech. The duties of the class president are determined and compared with the duties of the President of the United States. In the second part of the lesson, representatives are elected for each cooperative learning group to simulate a representative democracy and Congress. Students then propose bills that are debated and voted upon by the Congress. (Note: For simplicity, the Classroom Congress is not divided into the House of Representative and the Senate, although this could be done.) In the final section, the President appoints Classroom Supreme Court judges who are then ratified (or not) by the Congress. The Judges determine if the bills voted on by the Classroom Congress are fair.

A series of "Mice" books by Peter W. Barnes and Cheryl Shaw Barnes, have been selected to help introduce the story of our government. Written as "informational storybooks", they are a combination of narrative and expository text – infotainment. A sense of the text's information is acquired from both the interaction with the storybook characters and events as well as from the expository information itself. These informational storybooks are used to build bridges to expository topics that might otherwise be too complex for young children. Historical notes for teachers and parents are included at the end of each of the books in the "Mice" series.

Prior to beginning the unit, it is helpful to collect primary source photographs of the White House, the President, the Presidential Seal, the Capitol, the Supreme Court Building and other key images relating to the United States Government. Historical analysis skills will be developed as students distinguish fact from fiction by comparing documentary sources with the fictionalized illustrations and characters in the informational storybook.

The teacher may wish to coordinate the study of this unit with a national election or an election in the state or local community. Candidates and/or elected members of Congress could be invited to speak to the class.

Focus Questions:

1. What are some of the duties of the President of the United States?
2. Who makes the laws for the United States government? How are the laws made?
3. Who determines if laws of the United States Government are fair?

Literacy Links

A variety of activities are included in this unit that support and develop the Grade 2 Language Arts Content Standards. Examples include:

Reading

- distinguish between fact and fiction by comparing documentary sources on governmental practices with the fictional characters and events included in the story and its illustrations – identify the historical facts versus the fictional facts
- analyze illustrations in informational storybooks for the information they reveal and compare with historical photos to judge their accuracy
- compare the characters and events described in informational storybooks with primary sources such as photographs, interviews with government officials, and news articles
- locate information in expository text
- use knowledge of the author's purpose(s) to comprehend informational text
- restate facts and details in text to organize the ideas into a chart
- develop content-specific vocabulary relating to the institutions of the United States government and be able to sort the words and definitions according to the three Branches of Government

Writing

- organize information into chart format (T-chart, Venn diagram, graphic organizer)
- interpret information from charts (T-chart, Venn diagram, graphic organizer)
- write a letter to a class representative suggesting a new bill (rule) for the classroom
- revise original drafts to improve sequence and provide more descriptive detail
- write clear, coherent sentences
- use commas in greeting and closures in a letter and with dates and words in a series
- capitalize all proper nouns, words at the beginning of sentences and in greetings, months, titles and initials of people
- use legible handwriting
- work in groups to write a Help Wanted ad for a job in one of the three branches of government

Listening and Speaking

- organize an election speech and maintain a clear focus
- deliver a brief campaign speech speaking clearly at an understandable pace
- listen to election speeches and respond by making a decision about which candidate to vote for

- conduct an interview to find out the names and political party affiliation of members of the House of Representatives that represent their district and the names of the two Senators from California
- interview family members about their voting experiences

Materials Needed for the Lesson:

- Photographs of the White House, Capitol Hill and the Supreme Court Building. It would also be helpful to have a picture of the President of the United States and a copy of the Presidential Oath of office and of the Constitution of the United States of America
- Names and addresses of the congressmen from your district
- Realia depicting the election process such as campaign literature, buttons, and posters; a voting booth; a microphone for making speeches
- Copies of the three "mice" books by Peter W. Barnes and Cheryl Shaw Barnes.

A
Beginning the Topic

Laws Chart

Explain to the students that we will be studying about laws. Laws are like rules. Just like we have rules for our classroom and our school, our country, the United States, has a set of rules or laws. Ask the following questions and record responses on a large copy of the Laws Chart (Appendix 1).

- Who makes the laws in the home?
- Who enforces the laws?
- Who punishes wrong-doers?
- How do you help?

Continue to discuss laws in the classroom. Who makes these laws? Who enforces them? Who punishes the wrong-doers? How can you help? Record ideas on the Laws Chart.

Discuss the laws at school. Ask students to list the leaders at their school. Using Appendix 2, have students work in pairs to determine the Structure chart for your school.

Explain to students that the government of the United States also has a structure. Introduce the following graphic organizer using the chalkboard, an overhead transparency, or chart paper. (Refer to Appendix 3 for a master.) Have students copy the organizer on to notebook paper or use a cut and paste form to create the organizer. Leave room at the bottom to add information.

Branches of the United States Government

EXECUTIVE BRANCH	LEGISLATIVE BRANCH	JUDICIAL BRANCH
(enforces the laws) leads the country	(makes the laws)	(punishes wrong-doers) decides if laws are fair
President	Congress	Supreme Court
	Senate House	

Explain that the three branches of the government are all equal, with no one branch being more important than the other (a system of checks and balances). To make laws, all three branches have to agree. During this unit, your will learn about the United States Government and who makes the laws (Legislative Branch), who enforces the laws (Executive Branch), and who punishes the wrong-doers (Judicial Branch).

B
Developing the Topic

Focus Question: What are the duties of the President of the United States?
Ask students who is the current President of the United States. Write the full name on the chalkboard. Where does he live? Who was the first president of the United States?

Refer to the graphic organizer, Branches of the United States Government (Appendix 3). Explain the president comes under the "Executive" branch of the United States Government.

Read the Presidential Quiz (Appendix 8) and have students decide if the statements are true or false. Explain that the president is elected by the citizens of the United States. Ask a variety of questions about the presidency to determine the student's prior knowledge. Examples include:

- How does a person become President?
- What do you do when you vote?
- What does a president do?
- What types of qualities do you think the president should have?

Explain, that to be elected a president must meet the following *qualifications*:

- at least 35 years old
- a natural born citizen of the United States
- a resident within the United States for at least fourteen years

The president is elected every four years. He is allowed to serve only two four-year terms. The *Constitution of the United States* is a plan that tells what the duties or jobs of the president are. (Teacher note: A constitution is a system of laws that prescribe the functions and limitations of the government).

Read the book, *Woodrow, the White House Mouse* , written and illustrated by Peter W. Barnes and Cheryl Shaw Barnes. Explain to students that it is a fictional or "make-believe" storybook that tells about a mouse whom is the president. Although it is a make-believe story, we can learn about the real duties of a United States President.

On this first reading of the book, concentrate on the text and the illustrations. Analyze the illustrations for the information they reveal. Determine which parts of the illustrations might be factual and which might be fictional.
After completing *Woodrow, the White House Mouse*, ask questions such as:

- Would you classify this book as fiction or non-fiction?
- Why do you think the authors chose mice as the main characters of this story?
- What do you think was the most important information in this book?
- What would you think was the author's primary purpose for writing this book?
- What else would you like to know about the President and the White House that the book did not tell you?

Review the text to create a word bank for key content-specific vocabulary and definitions related to the president and presidential duties. These words may include president, White House, inauguration (text uses Inaugural Ball), Oval Office, bill, veto, Chief Executive, Commander-in-Chief, and Head of State. Refer to Appendix 4 for a set of vocabulary cards. Later these words will be mixed with other vocabulary cards and students will be asked to sort the words according to the three Branches of Government.

Review the text to look for specific duties of the President of the United States. Restate the facts and details in the text, and organize the ideas into a chart of the duties.

Show students actual photographs of the White House. It is helpful to also have a picture of the President of the United States, the presidential seal, and a copy of the Presidential Oath of office. Compare the illustrations in the storybook with historical photos to judge their accuracy. Compare the characters and events described in the informational storybook with primary sources such as photographs and news articles.

If possible, share realia depicting the election process such as campaign literature, buttons and posters. Encourage students to go on a scavenger hunt to locate election realia such as: an advertisement or newspaper article discussing a candidates' qualifications; a bumper stickers, sign, button, hat, or similar memorabilia promoting an individual's candidacy; a letter from a candidate urging an individual to vote for him or provide financial support; an editorial or a cartoon; the signature of a candidate.

Begin a bulletin board or a scrapbook to display news articles about the president. Collect non-fiction books about different presidents for the classroom library. This is a good time to read a biography of Abraham Lincoln (listed in Standard 2.5) or other U.S. Presidents.

<u>Elect a Class President</u>

Review the **qualifications** to become a President of the United States. Ask students what qualifications they think a president of their class should have. Sample qualifications are:

- a second grade student
- resident of room ____ for at least one month
- at least 6 years old

Brainstorm a list of **qualities** of a good leader. These may include:

- honest

- smart
- hardworking
- responsible
- follows classroom rules

(Note: Check your report card for other qualities that might be included.)

Review the **duties** of the President of the United States. Create a list of duties for your Class President.

Suggest that students interview older family members about their experiences of voting and the kinds of things for which they have voted. If possible, have students accompany family members to the polls for a first hand look at the process.

Nominations

To simulate a primary election, explain that any student who meets the qualifications may run for Class President. Ask who would like to be a candidate. Type up a ballot with all interested names and have the students vote. Select the top three to be the final candidates.

The Campaign

Candidates may select a campaign manager and make posters urging students to vote for him or her. Each of the three presidential candidates prepares a campaign speech telling why he/she wants the job, what his/her qualifications are, and why he/she will make a good class president. If desired, provide sentence frames to assist with speech preparation:

- My name is _____
- I am running for Class President.
- I think I will make a good Class President because.....

Discuss the qualities of a good campaign speech:

- maintain a clear focus
- speak clearly at an understandable pace
- be convincing

Explain to the students who will be voting that they should listen to the speeches to make a decision about which candidate to vote for.

Election

Conduct an election for the Class President. If possible, provide an area in the classroom with voting booths (study carrels). In advance, prepare a ballot listing the full name of each candidate. Discuss how to mark the ballot accurately with an "X". Candidates' names may be identified with different colors or photographs so that nonreaders will be able to use the color or photograph to identify the appropriate box to mark.

Students should register (sign-in) at the polling place. Use a class list with address if available or enter names and addresses (optional) into a book. Designate a place for students to sign beside their name. Students then enter the voting booth and "secretly" vote for the candidate of their choice. If desired, provide students with stickers to show

that they have voted. At the designated closing time, open the ballot box and have two students open and read the ballots. Have a third student record the votes on a tally sheet. Two poll watchers observe to see that the votes are counted and recorded correctly. After the votes are counted, the recorder and watcher sign the sheet verifying the correct record of the vote.

Discuss questions about the election such as "Do you have to tell who you vote for or can you keep it a secret?" "Why might some persons want to tell and others keep it a secret?"

Inauguration
Plan an inauguration ceremony for the new Class President. Include a swearing in ceremony and an oath of office. If possible, accompany the swearing in ceremony with the music *Hail to the Chief.*

Compare and Contrast
Have students help organize information into a T-chart to compare your Class President and the President of the United States.

	Our Class President	President of the United States
Name:		
Residence:		
Qualifications:		
Duties:		

Ask students questions to help them interpret information in the T-chart. Compare and contrast the Class President and the President of the United States. If desired, let students design a class presidential seal.

Focus Question: Who makes the laws for the United States Government? How are they made?

Review the Laws Chart (Appendix 1) to see who makes the laws for home, the classroom, and the school. Ask students if they know who makes the laws for the United States government? Explain that laws are made by "representatives" of the people, not by the people directly.

Refer back to the graphic organizer for the Branches of the United States Government (Appendix 3). Introduce the Legislative Branch. Note that there are two words listed under the Congress, the Senate and the House. Explain that the laws are made by the Senators in the Senate and by the Representatives in the House of Representatives. The leader of the Senate is called Majority Leader and the leader of the House is called the Speaker of the House. Record these names under the Senate and/or House section of the graphic organizer. Create vocabulary cards for these words and have students organize them on a pocket chart under the proper category (Legislative Branch, Congress, Senate, House, Majority Leader, Speaker of the House).

Read the book *House Mouse, Senate Mouse* , written and illustrated by Peter W. Barnes and Cheryl Shaw Barnes. On this first reading of the book, concentrate on the text and the

illustrations. Analyze the illustrations for the information they reveal. Determine which parts of the illustrations might be factual and which might be fictional.

After completing *House Mouse, Senate Mouse*, ask questions similar to those asked following *Woodrow, the White House Mouse.*

- Would you classify this book as fiction or non-fiction?
- Why do you think the author choose mice as the main characters of this story?
- What do you think was the most important information in this book?
- What would you think was the author's primary purpose for writing this book?
- What else would you like to know about the Congress of the United States that the book did not tell you?

Also ask:

- In what ways does this book differ from *Woodrow, the White House Mouse*?
- Which one do you prefer? Why?

Review the text to look for key vocabulary words related to the Legislative Branch of the United State Government. These words may include the House of Representatives, the Speaker of the House, the Senate, the Majority Leader, Capitol Hill, Congress, bill, and law. Refer to Appendix 5 for a set of vocabulary cards. Later in the unit, these words will be mixed with other vocabulary cards introduced and students will be asked to sort the vocabulary words according to the Branches of Government. Add these words and definitions to the word bank.

Show students pictures of Capitol Hill. It would also be helpful to have a picture of the Constitution of the United States of America. Compare the illustrations in the storybook with historical photos to judge their accuracy. Compare the characters and events described in the informational storybook with primary sources such as photographs and news articles.

<u>Student as Researcher</u>
As a home study project, encourage students to conduct interviews to find out the names and political party affiliation of members of the House of Representatives that represent their district and the names of the two Senators from California.

<u>Election of Class Representatives</u>
Explain that the class is going to elect representatives who will introduce "bills" and make the laws of the classroom. (Note: It is best to keep the laws focused on the classroom because you will have control over enforcement of the laws. Avoid laws for the playground and lunchroom. If you have established classroom rules that you do not wish to change, you may select one specific topic for the new laws. Examples include use of the classroom library; completion of class assignments and homework; use of the class computer or centers in the classroom, housekeeping rules, etc.)

Arrange the students into cooperative learning groups of 4. Each group will elect a representative to the Class Congress. Determine the **qualifications** a member of their Class Congress should have in order to "run for office".

Create a list of the **duties** of a member of the Class Congress.

Brainstorm a list of **qualities** of a member of the Class Congress based upon the duties they will have to perform. These may include:

- fair
- responsible
- follows classroom rules

(Note: Check your report card for other qualities that might be included.)

Nominations and Selection of the Members of the Class Congress

Because the members of Congress are not elected by all the citizens of the country, each cooperative learning group will elect their own representative. For simplicity, members of both the Senate and the House are not being selected, only members of Congress. If desired, the teacher may develop a more elaborate system. Rather than having a full election process, it is recommended students work in their groups to determine who would like to be a representative of their group and then to make the selection of one person.

Proposing Bills and Making Laws

In the book *House Mouse, Senate Mouse*, the students in Miss Tuftmouse's classroom write a letter to Congress with a suggestion for a new law. Explain to the students that they are going to each write a letter to members of the Class Congress to propose a law for the classroom. (Note: Members of Congress may also introduce "bills" proposing new laws.)

First, write a letter together to model proper letter format. Have students brainstorm some ideas for class laws (pre-writing). Record these on the chalkboard. Select one and discuss the proposed wording of the law. Help students word it in a positive format (Walk in the classroom.) rather than negative (Don't run in the classroom.)

Review the letter written by Miss Tuftmouse's Second Grade Class. (It may be helpful to make an overhead transparency of the letter.) Note areas where the letter could be improved. Suggestions include: add the date, use the proper greeting for a member of Congress, explain why the law would be a good one.

In your model, write clear, coherent sentences. Review the letter and revise it to improve the sequence or to provide more descriptive detail. Model the use of commas in the greeting and closure and in the date. Capitalize all proper nouns, words at the beginning of the sentences and in the greeting, the month, the title and the initials of people.

Using the stages of the writing process, have students write their letter to their representative in Congress. Refer to Appendix 6 for a rubric.

Once the letters have been completed, hold a session of Congress to review the letters. Each representative can then select a bill that he/she would like to propose to the Congress. Members of class can sit in the "gallery" while the bills are presented and

debated on the "floor" of the Congress. After arguments for each bill have been heard, the members of Congress vote on each bill.

The bills are then passed on to the Class President who reviews each bill and either signs it into law or vetoes the bill.

Compare and Contrast
Review the factual information about the United States Congress in the book *Mouse House, Senate House* and other sources used to learn about Congress. Make a Venn-diagram to compare your Class Congress with the Congress of the United States:

Our Class Congress Congress of the United States

Ask the students questions to help them interpret information in the Venn diagram. Compare and contrast the Class Congress with the Congress of the United States. If desired, have students design a class congressional seal.

Using *Lyrical Lesson for Social Studies Grades K-3*, sing "We're Democracy" to the tune of "I've Been Working on the Railroad." There are five verses to the song so each cooperative learning group can sing one of the verses while the entire class sings the refrain. Although the first verse is about a local politician, the remaining verses deal with Congress, including the Representatives and Senators. The song can be used as a springboard for discussion about Congress and to review general points of the material already covered.

After brainstorming ideas and modeling a whole class letter, help the students write an individual or group letter to a local member of congress. You will need to locate the names and addresses of the congressmen from your district.

Focus Question: Who determines if the laws of the United States Government are fair?

Review the Laws Chart (Appendix 1) to see who punishes the wrong-doers at home, in the classroom, and at the school. Ask students if they know who punishes the wrong-doers for the United States government? Their responses may focus on the local police. Refer back to the graphic organizer for the Branches of the United States Government (Appendix 3). Introduce the Judicial Branch. Explain that the laws of the United States are "upheld" by the Supreme Court of the United States. It is the "justices" of the Supreme Court who decide (issue an opinion) whether to "uphold" a law or "strike down" a law as "unconstitutional". There are nine Supreme Court judges who are lead by

the Chief Justice. Why do you think there is an odd number of judges? When they vote, there can not be a tie. The Supreme Court is called the "High Court". States and local areas have what are called "lower courts" who "hear" cases before they go to the Supreme Court. Only the most important cases reach the Supreme Court.

Read the book, *Marshall, the Courthouse Mouse,* written and illustrated by Peter W. Barnes and Cheryl Shaw Barnes. On this first reading of the book, concentrate on the text and the illustrations. Analyze the illustrations for the information they reveal. Determine which parts of the illustrations might be factual and which might be fictional.

After completing *Marshall, the Courthouse Mouse*, ask questions similar to those asked following *Woodrow, the White House Mouse* and *House Mouse, Senate Mouse*.

- Would you classify this book as fiction or non-fiction?
- Why do you think the author choose mice as the main characters of this story?
- What do you think was the most important information in this book?
- What would you think was the author's primary purpose for writing this book?
- What else would you like to know about the United States Supreme Court that the book did not tell you?

Also ask:

- Of the three books in the "Mice" series, which one do you prefer? Why?

Review the text and add to the word bank for key vocabulary words and their definitions related to the Supreme Court. These words may include the Supreme Court of the United States, justices, the Chief Justice, uphold a law, protect the Constitution, the "High Court", "bench", and judge, and opinion. Refer to Appendix 7 for a set of vocabulary cards. One of the culminating activities for the unit will ask students to sort the vocabulary words according to the Branches of Government.

Show students pictures of the United State Supreme Court Building. Compare the illustrations in the storybook with historical photos to judge their accuracy. Compare the characters and events described in the informational storybook with primary sources such as photographs and news articles.

Explain that the Bill of Rights includes the first ten amendments to the United States Constitution. They were added in 1791 to protect certain rights of the citizens. Refer to pages 12 and 13 in *Marshall, the Courthouse Mouse* to identify any of the freedoms that were guaranteed in the Bill of Rights. One job of the Supreme Court is to preserve and protect these freedoms. Ask students what was wrong with the "cheese" law enacted by the Congress? Why did the Supreme Court "strike down" the law? What did they say in their"opinion"?

Have the Class President appoint 3 students to be Classroom Justices and explain the reasons for his/her choices. "I chose _____ because_____." These appointments must be approved by a majority of the members of the Class Congress. The Representatives should meet and vote whether to Approve or Deny each appointment.

If there are any disagreement about the fairness of the classroom rules voted into law by the Class Congress, the Classroom Justices can meet "in conference" to discuss the case, decide whether to "hear" the case, "rule" whether the law is fair, and issue an opinion.

Compare and Contrast
Review the factual information about the United States Supreme Court in the book *Marshall, the Courthouse Mouse* and other sources used to learn about the Supreme Court. Compare and contrast the differences between the Class Justices and the United States Supreme Court Justices. If desired, have students design a class Supreme Court Seal.

C
Culminating the Topic

Return once more to the Laws Chart (Appendix 1). Have students complete the United States Government section of the chart.

Using the vocabulary cards for the Three Branches of the United States Government (Appendices 4, 5, and 7), have students cut apart the vocabulary words and practice sorting them in their cooperative learning group. Provide each student with a copy of the grahpic organizer (Appendix 3). Have them write or paste the vocabulary words under the proper category of the Branches of the United States Government. An alternative would be to provide a 3-way Venn diagram and let the students sort the words into the proper circle.

Organize the students into three cooperative learning groups to research the three branches of government. Assign each group a different branch. Help students brainstorm a list of questions they would like to answer in their research, such as What are the President's jobs? Where does the President live? Who can run for President? How long does the job last? What are the jobs of the lawmakers in Congress? Where do senators and representatives live? Where do they work? How long do they serve in the House? In the Senate? What are the names of the nine justices on the Supreme Court? Where do they live and work? How long have they served?

Have each group create a want ad for a person in their branch of the government. Listed should be the qualifications and and job responsibilities. For example:

Help Wanted
President of the United States
Must be a native U.S. citizen, age 35 or over

Must be able to live in Washington, D.C. and work long hours
Duties include…

Ask each student to write at least one sentence telling what they know about the jobs of the President, Congress, and Supreme Court. (Provide vocabulary cards to assist the students with spelling.) Ask them to also tell what branch of government they would like to work in and why.

Internet Sites

http://www2.whitehouse.gov/WH/Welcome-nt.html (The White House)
http://www.dcpages.com/Hwdc/capitol.html (The Capitol Building)
http://www.we.com/lgc/howmail.html (How to Contact Members of Congress)
http:///www..law.cornell.edu/supct/justices/fullcourt.html (Photos of Justices)

Assessment

The assessment of this lesson is integrated with the instruction and occurs throughout the lesson rather than just at the end. The focus questions provide a framework for the evaluation of the lesson.

It is recommended that student work be assembled into a portfolio. Student products should provide evidence of attainment of the following identified outcomes:

- Complete each section of the Laws Chart - Makes the Laws, Enforces Laws, Punishes Wrong-Doers. (Appendix 1)
- Participate in class elections
- Write a letter to a class congressman suggesting a law for your classroom (Appendix 6)
- Cut and paste key vocabulary words into the proper category relating to the institutions and practices of the United States Government (Appendices 3,4,5,7)
- In a group, create a want ad for a member of one of the three branches of government
- Write at least one sentence about each branch of the government (making laws - President, carrying out laws - Congress, and determining if laws have been violated and punishing wrongdoers – Supreme Court) and tell which branch you would like to work for and why.

Extended and Correlated Activities

- Create a bulletin board display titled *In the News* with the following headings: *The President, The Congress, The Supreme Court*. Invite students to skim through news magazines and daily newspapers for photos and reports of our government at work. Suggest that students clip these photos and reports and post them on the bulletin board under the appropriate heading.
- How many presidents have there been since you were born? Ask a grown-up to tell you about some of the presidents who have served during your lifetime.
- Conduct a simple class poll. For example, ask students to name their favorite color. Use the findings to determine the most popular colors. Discuss the definition of a poll as "asking a few people their opinion on a topic and then predicting the responses of many people based on the results of this poll." Based on your poll, what color do you believe would be the most popular with all second graders at our school? Why? Ask

if students have heard the word "poll" used with the election. Explain that "survey" is another word for poll and that other kinds of questions are frequently asked. Ask "Why do presidential candidates use polls? How is this information helpful?"

- Write a class constitution outlining the rights and responsibilities of each student within the group. Discuss why rules are needed at home, on the playground, on buses and in schools. After the constitution has been written in final form and approved by a class vote, have each student sign his/her name to signify approval.
- Using *The World Almanac*, have cooperative learning groups search through the section "Nations of the World" to find and locate the different types of government. It is an interesting assortment from Federal Republic (United States) to Constitutional Monarchy. The words are difficult but second graders can learn how to locate the specific information. While doing it, they will learn that there are many nations of the world and many different types of governments.
- Using a set of pictures of United States Presidents (Media Materials 1996 has a set of 82 – available from Social Studies School Service for under $12), have students sort the pictures into the chronological order according to the dates served.
- During math time, you can have a "Vote of the Day" when students complete a simple questionnaire and you record the results in the form of a graph. For example, "Vote for your favorite sport: baseball, basketball, kickball." Assign one child to be in charge of ballots and the voter's list while others count and tally ballots. Each day different groups can pose the question of the day and tally the results. The class could also vote on topics such as where the class should go on a field trip or thye choice of a classroom mascot.
- You Be the Judge. Invite students to make craft-stick puppets of judges. Then ask students to recall the story of "The Three Bears" and to list the things Goldilocks did. (She went into the bear's house uninvited, she ate their food, she broke a chair, she slept in a bear's bed, and she ran away when the bears found her.) Invite the students to work in small groups to create finger plays in which they judge Goldilocks's actions. Have them decide whether they think Goldilocks broke any laws. Have each group share their decision.
- Have students write poems using the copy change method for "If I were in Charge of the World" written by Judith Viorst.

Resources for the Sample Topic

*Barnes, Peter W., Cheryl Shaw-Barnes, and Betty Shepard. *A "Mice" Way to Learn about Government*. Alexandria, Virginia: VSP Books. 1999. ISBN 0-893622-00-2. This curriculum guide provides activities for using the Mouse books (see below.)

Barnes, Peter W. and Cheryl Shaw. *Capital Cooking with Woodrow and Friends.*. Alexandria, Virginia: VSP Books. 1998. ISBN 0-9637688-7-5. This cookbook for kids includes recipes for learning about our government and U.S. history, mixing fun facts with fun meals. It is a companion to the "Mice" series described below.

**Barnes, Peter W. and Cheryl Shaw. *House Mouse, Senate Mouse*. Alexandria, Virginia: VSP Books. 1996. ISBN 0-9637688-4-0. This informational storybook tells about how our laws are made at the nation's Capitol. Part of the "Mice" book series that

teaches about the institutions of the United States Government, this fanciful tale has the Squeaker of the House and the Senate Mouse-jority debating a law to declare a National Cheese proposed by Miss Tuftmouse's second grade class. It takes students through the legislative process, from the basic research of a bill, through committee consideration and to signing at the President's desk.

**Barnes, Peter W. and Cheryl Shaw. *Marshall, the Courthouse Mouse.* Alexandria, Virginia: VSP Books. 1998. ISBN 0-9637688-6-7. This informational storybook tells about our nation's judicial system and the Supreme Court. Part of the "Mice" book series that teaches about the institutions of the United States Government, this fanciful tale has Marshall J. Mouse, the Chief Justice of the Supreme Court of the United Mice of America, lead his fellow justices in deciding whether to uphold a law requiring all mice to eat the same cheese on certain days, or to strike the law down, giving the mice the freedom to eat any cheese they want, any time.

**Barnes, Peter W. and Cheryl Shaw. *Woodrow, the White House Mouse.* Alexandria, Virginia: VSP Books. 1998. ISBN 0-9637688-9-1. Every four years, like the rest of us do, the mice of the nation elect someone too.This informational storybook tells about the presidency and the nation's most famous house, the White House. Part of the "Mice" book series that teaches about the institutions of the United States Government, this fanciful tale has the United Mice of America elect Woodrow G. Washingtail as their president.

Branches of Government. Knowledge Unlimited. 1996. Displayed together, these colorful posters help students compare the executive, legislative, and judicial branches of government. Displays show the qualifications, terms of office, and basic duties of the president, members of Congress, and justices of the Supreme Court. 17"h X 11" w. Under $15.

Brown, Marc. *Arthur Meets the President.* Little, Brown. 1991. Arthur is a proud American when he wins the essay content and is rewarded by reading it to the President in Washington D.C.

Campaign & Election Ideas. Auburn Hills, MI. Teacher's Discovery. (800) 543-4180. Over 40 instructional materials are included in this special brochure. Of special interest to Grade 2 teachers are Campaign Buttons by the Pound (about 75 from different campaigns); Presidential Seal (30" diameter replica); Design Your Own Campaign Buttons (set of 36 buttons, 3" round) ; President's Poster Set (2 Presidents on each 11"X15" poster); President's Chart (25" X 38")

"Electing a President." Teaching and Learning Company. 1996. Hands-on projects teach how elections work. Designed for Grades 3-6, some of the activity ideas may be a usefel supplement to this unit. Under $15.

Fradin, Dennis B. *Voting and Elections.* Children's Press, 1985. In this photoessay children will learn how voting and elections work in the United States.

Griest, Lisa. *Lost at the White House – a 1909 Easter Story*. Illustrations by Andrea Shine. Minneapolis, MN: Carolrhoda Books. 1994. ISBN 0-87614-63209. When Rena gets lost at the 1909 White House Easter egg roll, a guard takes her to meet President William Taft.

Guzzetti, Paula. *The White House*. Parsippany, NJ: Silver Burdett Press. ISBN: 0-382-39175-6. This book provides a chronicle of the White House from the time of its inception in President George Washington's administration to its place in American History today. Includes building and constructional details, information about room usage, stories about famous occupants, and visitor information. The photographs and cutaway view of the White House are the most useful for second graders.

Hample, Stuart. *Dear Mr. President*. New York: Workman Publishing1993. ISBN 1-56305-504-X. This little book contains letters written by children to President Clinton.

Historical Documents. Parchment replicas of some of America's most important documents, including the Declaration of Independence and Bill of Rights, U.S. Constitution, and "Star-Spangled Banner." 60 cents per copy. Write for a free catalog to Historical Documents Company, 2555 Orthodox St., Philadelphia, PA 19137.

How a Bill Becomes a Law. Knowledge Unlimited. Six color photos on laminated posterboard with bold captions show the step-by-step progression of a bill from introduction in the House or Senate, through the committee process, to final vote and submission to the president for approval or veto. 22"hX34"w. Under $20. The content is complex but the visual can be helpful when studying who makes the laws.

*Klose, Clint & Wolfe, Larry. *Lyrical Lessons: Social Studies Grades K-3*. San Clemente, CA: Kagan Cooperative Learning. 1997. Use musical intelligence to teach about our democracy and the institutions of the United States Government, especially the Congress. Lyrical lessons include a two-sided tape (Side 1 has music and vocals; Side 2 is just the music), the lyrics and sheet music for three songs, one of which fits this unit.

Maestro, Betsy & Giulio. *A More Perfect Union: The Story of Our Constitution*. Lothrop, Lee & Shepard. 1987. This book tells of the birth of the Constitution, and the adoption of the Bill of Rights. After reading the book, help students make a time line depicting the events that led up to the signing of the document. Advanced for second graders.

Munro, Roxie. *The Inside-Outside Book of Washington D.C.* New York: Puffin Unicorn Books. 1987. ISBN 0-14-054940-4. Striking drawings illustrate the inside and outside of many buildings in Washington D.C. including the Supreme Court Building, The East Room and the White House, and the Senate Wing of the United States Capitol. Historic notes are provided on the back page for each of the buildings.

Presidents of the United States. Media Materials. 1996. Provides 41 presidential biography cards and 21 picture cards with presidential engravings (both 5" X 8"). $15.

Russell, Elizabeth F. *Our Nation's Capital: Activities and Peojects for Learning About Washington D.C.* New York: Scholastic Professional Books. 1996. The most useful section of this activity book is Chapter 2 which provides background information and reproducibles for some of Washington D.C.'s important places, including the White House, the Capitol, and the Supreme Court. Teachers may photocopy the designated reproducible pages for classroom use. The cut-outs may be used to set up a model display of key places in the city. Internet sites are included along with book links and a game for the Metro along with a game board.

Steins, Richard. *Our National Capital.* Brookfield, CN: The Millbrook Press. 1994. The story of our capital is told – beginning with L'Enfant's plan and describes the District's unique position as a center for U.S. politics, history, and culture. Close-up photographs of the White House, Capitol, and Supreme Court Building are a realistic contrast to the illustrations of the "Mice" series books by Barnes (see above).

The World Almanac and Book of Facts . Mahwah:NJ.: K-111 Reference Corporation. The almanac includes up-to-date information on a variety of topics such as the United States Government, including a list of Presidents, current cabinet members, Supreme Court Justices and members of Congress. Published annually in paperback format, the almanac is available at most bookstores.

Viorst, Judith. *If I Were in Charge of the World.* "People and Other Aggravations." New York: World Publishing Press. 1971. This classic book contains a collection of humorous poetry that young children can identify with.

Appendix 1

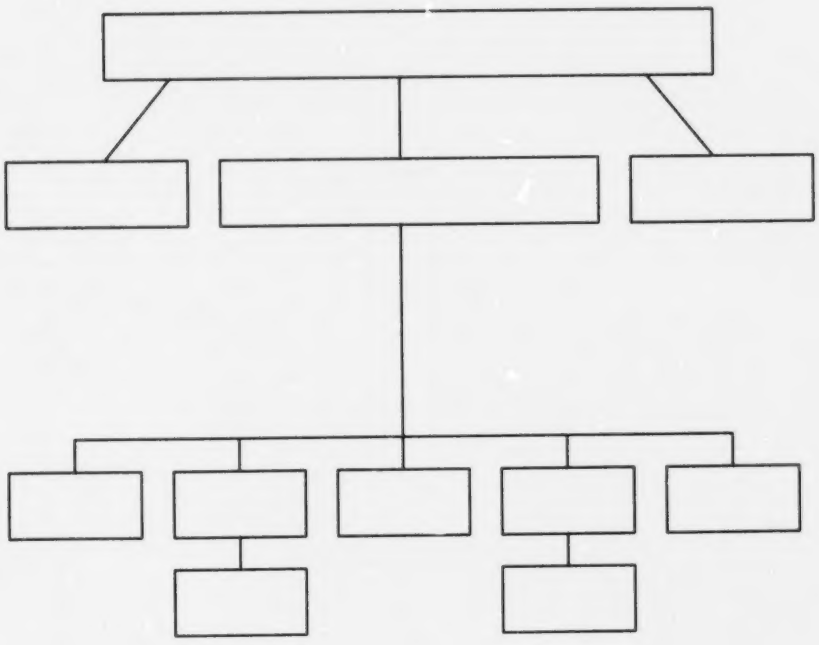
Name: _____
Date:_____

Laws Chart

	Who Makes the Laws?	Who Enforces the Laws?	Who Punishes Wrong-Doers?	How Do You Help?
Home				
Classroom				
School				

Appendix 2

School Structure



Appendix 3

Branches of the United States Government

Executive Branch	Legislative Branch	Judicial Branch

Appendix 4

Vocabulary Words for the Executive Branch

president

White House

inauguration

Oval Office

bill

veto

Chief Executive

Head of State

Commander-in-chief

Appendix 5

Vocabulary Words for the Legislative Branch

Senate

Capitol Hill

Congress

House of Representatives

Majority Leader

bill

law

Speaker of the House

Appendix 6
Rubric for Letter to Congress

Prompt: Write a letter to your Class Congress suggesting a law for your classroom.

A 4 point letter should include:
- the date the letter was written
- greeting appropriate for a member of Congress
- proper use of commas in the greeting, closure, and with dates and words in a series
- capitalize proper nouns, words at the beginning of sentences and in greetings, months, titles and initials of people
- a suggestion for a new law written in a positive form
- a reason why the law is a good law
- clear, coherent sentences
- legible handwriting
- closing appropriate for a member of Congress

A 3 point letter has:
- at least 3 parts of the basic letter format including the date, greeting, body, and closing
- fewer than 2 errors in the use of commas in the greeting, closure, and with dates and words in a series
- fewer than 2 errors in the capitalization of proper nouns, words at the beginning of sentences and in greetings, months, titles and initials of people
- a suggestion for a new law written in positive form
- a reason for the law
- clear sentences
- legible handwriting

A 2 point letter has:
- at least 2 parts of the basic letter format including the date, greeting, body, and closing
- fewer than 4 errors in the use of commas in the greeting, closure, and with dates and words in a series
- fewer than 4 errors in the capitalization of proper nouns, words at the beginning of sentences and in greetings, months, titles and initials of people
- a suggestion for a new law written
- an attempt to write some sentences
- messy handwriting

A 1 point letter has:
- an attempt to complete the assignment but the basic letter structure is missing
- multiple errors in commas and capitalization
- illegible handwriting

Appendix 7

Vocabulary Words for the Judicial Branch

Supreme Court	**the "High Court"**
Justices	**the "bench"**
Chief Justice	**judge**
Uphold a law	**opinion**

Appendix 8

Presidential Quiz

How much do you know about being the President of the United States? Decide if the following statements are "True" or "False."

	TRUE	FALSE
1. The President must be a man.	_____	_____
2. The President must be at least 35 years old.	_____	_____
3. The President must be married.	_____	_____
4. Only a person who is a citizen at birth can be elected President of the United States.	_____	_____
5. The President must have military experience.	_____	_____
6. A person can be elected President only twice.	_____	_____
7. The President must earn more money than anyone else in the country.	_____	_____
8. The President must be a lawyer.	_____	_____
9. The President must obey the law, just like everyone else.	_____	_____